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ABSTRACT

Seventh, eighth, and ninth grade students examine the many ethnic groups that make up Dade County in this elective social studies course. It focuses on the Cuban, Black, Jewish and White Anglo Saxon groups and their interaction. Following the course it is hoped that the students will be more able to empathize with others through greater understanding of cultural backgrounds, and appreciate the diversity of the community. Included in the guide are sections on course goals, course content outline, objectives and learning activities, and a list of suggested textual and audiovisual materials for classroom use. (Author/OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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SOCIAL STUDIES

THE PEOPLE OF DADE COUNTY

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by Don D. Alchin, Jr.

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN EXAMINATION OF THE MANY ETHNIC GROUPS THAT MAKE UP DADE COUNTY. FOCUSES ON THE CUBAN, BLACK, JEWISH, AND WHITE ANGLO SAXON GROUPS AND THEIR INTERACTION. AIMS TO CREATE EMPATHY FOR OTHERS THROUGH GREATER UNDESTANDING OF CULTURAL BACKGROUNDS, AND APPPRECIATION FOR THE DIVERSITY OF OUR COMMUNITY.

CLUSTER: Behavioral Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: (None)

COURSE RATIONALE: Is life in Metropolitan Dade County as we know it beyond our comprehension and control in the long term sense? On the contrary, many Miamians believe that the new familiar accelerating pace of physical and social change and the growing complexity of the 1970's can and will be conquered. The intent of "The People of Dade County" is to enable the total community to more easily meet its obligation in better preparing the future citizens and leaders of South Florida for an urban way of life lacking--aimless direction, unhappiness, social inequality, ill health, economic pressure, neurotic behavior, civil disturbance, and civic-moral irresponsibilityy.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE SOME OF THE CONTRIBUTIONS WHICH THE MAJOR ETHNIC GROUPS HAVE MADE TO THE DEVELOPMENT OF GREATER MIAMI, PAST AND PRESENT.

2. THE STUDENT WILL INVESTICATE THE EFFECTS OF THE CHANGING POPULATION PATTERNS WITHIN DADE COUNTY DURING THE PAST TWENTY-FIVE YEARS UPON THE ECONOMIC, SOCIAL, AND POLITICAL LIFE OF THE COMMUNITY.

3. THE STUDENT WILL ANALYZE THE RECENT HISTORICAL IMPACT OF THESE GEOGRAPHIC CHANGES, AND FROM THE DATA GENERALIZE POSSIBLE IMPLICATIONS IN TERMS OF THE FUTURE.

4. THE STUDENT WILL IDENTIFY HOW THESE GROUPS DIFFER, HOW THEY COMMUNICATE, AND HOW THEY ARE OFTEN MORE ALIKE THAN DIFFERENT.

5. THE STUDENT WILL PREDICT HOW HIS OWN, AND OTHERS' INVOLVEMENT IN THIS STUDY MIGHT AFFECT THE FUTURE RELATIONSHIPS OF THESE DIFFERENT SOCIAL UNITS, AND SUGGEST POTENTIAL MEANS OF BETTERING HUMAN RELATIONS ON A LOCAL LEVEL.

COURSE CONTENT OUTLINE:

I. The Minority groups and other people of Dade County--their ancestors

- A. The American Indians, as other Americans, descendants of immigrants who came to America
- B. Reasons for each immigrant group coming to America
- C. Contributions which different immigrant groups have made to the United States
- D. Problems which were faced by immigrants to America

II. The Miami melting pot (diversity of the area)

- A. Development of the Miami area
- B. Environmental diversity
- C. The diverse society of Dade County, Florida

III. Main Street, U.S.A. (Metropolitan Dade County's White Anglo Saxons)

- A. The White class structure in Miami, Florida
- B. This large group's role in the future development of the Greater Miami area
- C. Their ancestors

IV. Dade's Negro Americans gradually gaining equal rights that belong to all citizens

- A. Local Black history as a basis for understanding today's problems
- B. The Black's war against poverty and the battle for human rights as the key to future peace and prosperity in our South Florida megalopolis

V. The Cubans among us today: just one of many South Florida contacts with the Spanish that began over 400 years ago

- A. South Florida's Spanish heritage
- B. The impact of the Cuban influx, past and present
- C. Miami's small colony of Puerto Ricans, discriminated against, but slowly entering the mainstream of our urban life

VI. Miami's Jewish community, past and present

- A. Difficulties which the Jews encountered in their adjustment to life in Dade County, Florida
- B. Their role in the mainstream of life in Greater Miami today

COURSE CONTENT OUTLINE: (continued)

VII. Other Dade County minority groups

A. The life style of local Indian tribes today
B. Migrant laborers
C. Other minority groups living in the Miami area

VIII. The role of every local citizen in helping to create understanding among different groups to make Dade County one of the most desirable places to live in the future

A. The similarities between problems faced by early immigrants and those facing minority groups of today.
B. Miami's second class citizens as part of the mainstream of life in the 1970's
C. The achievement of a working balance among the people, facilities, and local environment in the future

I. We are all descendants of immigrants, or immigrants ourselves.	A. To recognize that American Indians, like other Americans, are descendants of immigrants who came to America.	1. Introduce the meaning of immigrants and descendants a. Immigrants--persons who came to our nation to settle as permanent residents. b. Descendants--children of a certain ancestor, family or group. c. Ancestor--one from whom an individual is descended and who is usually more remote in the line of descent than a grandparent.	
		2. Show the film, American Indians Before European Settlements, or another similar film or filmstrip. Alternate activity: Read to the class, or, if a class set is available let students read from an appropriate history textbook (or reference book) about the settlement of North America and the Caribbean by the Indians. Following discussion of the AV presentation or the reading activity, have students trace in bold arrows on an outline map of Asia and North America the migration route which the Indians traveled in crossing the Bering Strait from Asia to our continent. In addition, students should: a. Label China, U.S.S.R., Canada, the U.S., Mexico, Florida, Cuba, and Puerto Rico. b. Identify some of the various groups of Indians by labeling the name of the tribe inside different colored arrows. c. Extend the arrows into South Florida to show the full scope of the migration movement.	

3. Read to the class or have them read about Florida's early Indians and the discovery of Florida by the Spanish in La Florida (Chapters 1, 2). Discuss the six tribes and the voyages which Ponce de Leon made to Florida.

Alternate texts:

South Florida Frontiers (Florida Power & Light), Chapter 1
Bean Soup (Crawford), Chapters 1, 2
Billion-Dollar Sandbar (E. P. Dutton), Chapter 2

Have students write two paragraphs: (1) "Spanish Influence in Florida," and (2) "Florida's Indian Heritage"; have students include in their writing some places or things in our state that are named for these groups, the origin of the name of our state, and emphasize the South Florida area.

Map activity: Have students label an outline map of Florida with the names of the six Indian tribes that inhabited the state at the time of its discovery by the Spanish, showing that part of Florida which each Indian group occupied. Also, with dotted lines, draw the route of Ponce de Leon's first and second voyages to Florida from Puerto Rico (see La Florida, Chapters 1, 2; or an alternate text).

Refer students to Spanish contact with South Florida. Questions

a. Why did Ponce de Leon come to Florida? Where did he go ashore?
b. Who has seen the historical marker beside Biscayne Boulevard, just south of the Miami Public Library? It tells us that the Spanish:

(1) arrived in the year?

(2) found which Indian tribe in Dade County?

(3) discovered what other fact about local Indian life?

(4) later took the Indians where?

4. View the film, Seminole Indian, or another appropriate audio-visual resource.

   Refer students to mention of the Seminoles in the text references for the previous activity (or other books that deal with Florida history).

   Discuss the life of the Seminoles in Florida:

   a. Explain their migration into our state, including their movement into South Florida.
   b. Consider their role in the settlement of the entire state of Florida.
   c. Contrast them with the Tekesta and Calusa tribes.
   d. Describe Seminole life today in Dade County.

5. An interested student may wish to do a report on some aspect of Seminole history. e.g., The Second Seminole War, Osceola.

B. To identify why each immigrant group came to America.

1. Read to the class, or, if a class set is available, let students read why some people immigrated to America.

   Texts
   Challenges in Our Changing Urban Society (Laidlaw), pp. 269-273
   American Civics (Harcourt Brace), pp. 239-245

   Alternate references
   Text: Any book dealing with U.S. history might be used.
   Films: Land of Immigrants
   Immigrants in American History
   Immigration
   Our Immigrant Heritage

2. Discuss why these immigrants came to America.

   a. The American colonists formed our first large immigrant group over 350 years ago.
   b. Some were indentured servants and poor peasants.
   c. They all generally had the hope of improving their living conditions and of gaining the freedom to live as they wished.

Present by transparency, blackboard diagram, or individual pupil copy the graph (or a similar one can be used), "Immigrants--Where They Came From: 1820-1963"; from American Civics (Harcourt Brace), p. 242.

3. Show the film, History of the Negro in America--1619 to 1860: Out of Slavery, or The Negro American, or Slavery and Slave Resistance, or another similar film or filmstrip.

   Refer students to the following:

   a. Challenges in Our Changing Urban Society (Laidlaw), pp. 178, 269-271
   b. American Civics (Harcourt Brace), p. 240
   c. Any other American history text dealing with this aspect of Black history

   Note with the class that unlike most immigrants who came to America, the African Negroes did not immigrate of their own free will.

   Have students draw and illustrate a time line showing the

   a. Migration of the Indians into North America.
   b. Arrival of six early Indian tribes in Florida.
   c. Discovery of our state by the Spanish.
   d. Arrival of the Spanish in Dade County.
   e. Migration of the North American colonists.
   f. Arrival of Negro slaves in the United States.
   g. Spanish-Tekesta departure from Miami for Cuba.
   h. Movement of the Seminoles into South Florida.
   i. Great European immigration to America in the 1800's.

4. Read to the class, or, if a class set is available, let them read about what events helped cause people to leave their homelands and come to America.

Texts
Challenges in Our Changing Urban Society (Laidlaw), pp. 270-272
American Civics (Harcourt Brace), pp. 241-243
Other suitable U.S. history books may also be used.

Discuss, and have students choose an event to report on, in which they explain how the event caused refugees to immigrate to America, the impact of these immigrants on American society, and why they chose the particular part of the country in which they settled:

a. Irish potato famine
b. Religious persecutions
c. Rise of Nazi Germany
d. European Communism
e. The Cuban Revolution
f. Other events

Note
This list may be easily expanded over threefold, both for events outside the U.S., as well as those inside our country (i.e., many Chinese came to work on the Central Pacific Railroad). Also, consider the groups included in the "New Immigration"--from 1890 to 1920. Emphasize groups, and representative of groups, who came to Dade County from 1800 to the 1970's (consult the Materials Section of this course of study for suggested references).

Further references
To supplement this activity, it would be useful to now view one of the following films, especially if not used earlier:

Land of Immigrants
Immigrants in American History
Immigration
Our Immigrant Heritage

C. To investigate some of the contributions which these different groups have made to the United States.

1. Discuss with the class the special characteristics which each group of immigrants has given to our nation.

a. Their actions and ideas helped to promote religious freedom, political liberty, and equal opportunity for all.

b. They contributed in big ways (Andrew Carnegie) and little ways (small businessmen).
c. These new residents gave in other ways, too.

(1) Discuss the contributions they made in the fields of sports, inventions, art, music, literature, entertainment, journalism, education, labor, finance, or politics?
(2) Encourage pupils to choose one of these contributions, or another, and orally and/or in writing present their findings to the class.
(3) Have a student research his or her family tree, and see if he can add some other contributions.

References

Challenges in Our Changing Urban Society (Laidlaw), pp. 272-273, 277
American Civics (Harcourt Brace), p. 249
Other books may also be used.

Alternate (or supplemental) activity

Show the film, We Came To America. (It discusses, among other topics, contributions to America by the English, Irish, Germans, Negroes, Scandinavians, and Mexicans, among other ethnic groups.)

2. Assign a term paper: "The _____: Group and Individual Contributions of a Local Ethnic Group to Life in Dade County, Florida." Students should choose a group as identified in (II. C. To discover the diverse Miami society). Assign the more capable students groups for which material is more difficult to obtain (consult the materials sections of this study, your school library, etc.)

D. To describe the problems which were faced by these immigrants to America.

1. Read to the class or have them individually read about the problems of the immigrants:

a. They settled in the cities because they could not afford to travel further, cities provided job opportunities, and friends or relatives lived there.

b. Because immigrants had little money and few skills, they were forced to live in the worst housing and to take the lowest paying jobs.
c. The newcomers gradually adjusted to American life by organizing immigrant associations, taking part in politics, and attending schools to learn trades--the English language--and U.S. citizenship requirements.

Texts

Challenges in Our Changing Urban Society (Laidlaw), pp. 273-278

Other appropriate texts may also be utilized.

2. Have students do one of the following:

a. Try your hand at a short story in which you compare the life that an immigrant led (or leads today) in America with the life he had in his homeland.
b. Draw a cartoon picturing America as "the land of opportunity," not only for second and third generation native-born citizens, but also for naturalized Americans.

Note

If this unit is studied during September, a class project could consist of a special school program on 'Citizenship Day' (Sept. 17), or participation in a community-organization ceremony that usually marks the occasion. Sometimes a week is set aside to mark this celebration.

In addition, the class (almost anytime) may find it profitable to attend a naturalization court to watch new citizens take the oath of citizenship; or a new citizen could be invited to speak before the class.

II. We live in a Diverse area which has had a diverse development.

A. To examine the growth of the Miami Melting Pot.

1. Read to the class or have them read about the development of Dade County.

Texts

A Corner of the U.S.A. (Dade County Public Schools)
Miami, U.S.A. (Hurricane House)
Our Local Environment: Metropolitan Miami and Dade County (Rockway JHS Social Studies Dept.)
South Florida Frontiers (Florida Power & Light)
In addtion to these books, there are others dealing with this topic which may be used.

2. Discuss or have students write a description of the following:
   a. Early settlement of Miami--to 1896
   b. What the Dade County pioneers accomplished.
   c. The Boom, The Big Blow, and The Bust.
   d. World War II, and postwar growth.
   e. Have students suggest other topics.

Note
It is the suggested purpose of this entire section (II. We live in a diverse area. . .) of the course that the student should get a broad overview of the topic, not an in-depth study of any particular discipline. If any, the human element should be highlighted--ways in which "immigrants" contributed to the development of this area, illustrations of individual or group adjustment to the local social and physical environment, examples of conflict or cooperation among the various ethnic groups and beneficial effects that resulted from any such action.

B. To analyze the local environmental diversity.

1. Direct students' attention to the variety that exists in Dade County today in each of the following categories:

   a. Economic
      (1) Two tourist seasons
      (2) Movie industry
      (3) Convention business
      (4) Other less important but significant activities
   b. Geographic
      (1) Climate
      (2) Land and water resources
      (3) Other
   c. Urban Culture
      (1) Types of local government
      (2) Educational and recreational facilities
      (3) Federal-state-local social agencies
      (4) Other physical or social types of urban phenomenon

Refer the class to the reading assignment in the preceding section (A. To examine the growth. . .). Ask: What other economic, geographic, or urban factors can you think of?

2. Let volunteers read and report on such environmental topics as:

   a. Major Urban Problems: Challenges in Our Changing Urban Society (Laidlaw), pp. 185-298
   b. Problems of the Cities' Ecology: Urban America--Problems and Promises (Laidlaw), pp. 134-175
   c. Urban Economics/Economies: Economics for Young Adults (Sadlier) pp. 308-326

C. To discover the diverse Miami society.

1. Lecture (students should take notes) to the class about the different ethnic (and other) groups in Dade County:

a.	White Anglo Saxons	f.	Other Latin Americans
b.	Blacks	g.	Indians
c.	Cubans	h.	Migrant laborers
d.	Jews	i.	Tourists
e.	Puerto Ricans	J.	Others

2. Have a group of students investigate the geographic distribution of ethnic groups in Dade and report to the class, using transparency maps.

Explain how these groups differ, or are alike in the following respects:

   a. Citizenship status
   b. Their own nationality
   c. National origin of their ancestors
   d. Divisions with their own group:

      some examples
      Indians--Seminole, Miccosukee, other (?)
      Blacks--American, Haitian, Bahamian, other West Indian, Cuban, Puerto Rican, etc.
      Migrant laborer--various ethnic groups are represented (see that part of the study dealing with migrants)

Note
The course will take on added meaning if field trips can be arranged and/or guests invited to class to discuss pertinent topics. As the ethnic groups are studied it may be helpful to draw on community resource people--for their knowledge and for having the students hear "how it is" first hand.

White
Anglo
Saxon--see the next section (C. Main Street, U.S.A.)

e. Economic status (high-low-middle income, etc.)
f. Church membership
g. Employment-occupation
h. Urban or rural residence (in Dade County)
i. Types of neighborhoods-housing
j. Political affiliation
k. Language, dialect, etc.
l. Educational level
m. Family organization
n. Other characteristics

References

Billion-Dollar Sandbar (E.P. Dutton)
Challenges in Our Changing Urban Society (Laidlaw), Chapter 21
Our Citizens From the Caribbean (Webster, McGraw-Hill)
The Miami Negroes, A Study in Depth (The Miami Herald)
See 'Teacher Reference' and other parts of the materials section of this study for additional titles.

3. Have each student construct a chart in which they attempt to identify how the White Anglo Saxons, Blacks, Cubans, and one other (student-selected) ethnic group are more often alike than different. Students may use lecture notes (see previous activity), individual research-reading, and any other scholarly method in organizing their material. In addition, students should use only factual information that is well-documented; they should avoid stereotypes, prejudice, personal opinions, rumors, etc. They must conduct their investigation in a clearly objective manner.

4. Divide the class into several groups to summarize the data in the student charts for each ethnic group, and prepare their findings for presentation to the class.

5. Panel discussion: The many ethnic groups in Dade County are more alike than different (hopefully this will be the conclusion of this section, (C. To discover the diverse Miami society), and the students' conclusions will agree with those in the panel discussion's theme).

III. A large part of our urban population is made up of White Anglo Saxon Americans whose ancestors long ago freely immigrated to the United States.

A. to examine the White Anglo Saxon class structure in Dade County, Florida.

1. Introduce the meaning of the following terms:

Caucasian-- the White race; composed of Floridians of European, North African, or southwest Asian ancestry

society-- our social order or community life considered as a system within which the residents of Greater Miami live (our Urban society))

Anglo Saxon--a White person whose native tongue is English

Main Street--the sections of South Florida centering around its small town-suburban life

mainstream-- the prevailing current or direction of activity or influence (the mainstream of Miami life)

middle class-- a social class occupying a position between the upper class and the lower class; a fluid group of people in Dade County composed mostly of business and professional persons, bureaucrats, and some farmers and skilled workers sharing common social characteristics and values--a high standard of living, morality, and respect for property

Note
Students should carefully take notes during this and the following activity.

2. Explain that the White Anglo Saxon social class in Miami is actually made up of a large number of different smaller groups; that our brief review of this topic in this course of study is but an oversimplification of a very complex part of life in South Florida; and that a better understanding of this ethnic group on the part of everyone, irrespective of their social position, will help to solve one of the most perplexing and urgent problems that Dade County and our nation has ever faced.

References

The Seymour Samet Human Relations Collection
Miami, U.S.A. (Hurricane House)
Urban America (Sadlier)
Other books may be used (consult the materials section)

B. To discuss critically the role of this large group in the future development of Greater Miami.

1. Lecture to the class about the makeup of the White Anglo Saxons in Miami:

a. Social class
   (1) Upper class
   (2) Middle class
   (3) Lower class
   (4) Divisions within each class (upper, middle, etc.)
   (5) Movement from one class to another

b. * Regional groups in the U.S.
   (1) Notherners
   (2) Southerners (especially former residents of Georgia, etc.)
   (3) Easterners (particularly New Yorkers)
   (4) Westerners
   (5) Others (Southeasterners, etc.)

c. Education
   (1) Dropout
   (2) High school graduate
   (3) Post high school training (junior college, trade school, etc.)
   (4) University degree
   (5) Advanced graduate education (doctor, college professor, other professions)
   (6) Others (see definition of middle class in this course of study)

d. *National origin of ancestors
   (1) Northern and western Europe
   (2) Southern and eastern Europe
   (3) Other English-speaking nations (Canada, England, etc.)

e. *Religion

f. *Occupation (see middle class in activity 1, section A. To examine the White Anglo Saxon class structure. . .)

g. Age
   (1) Senior citizens (for example, those residing on Miami Beach)
   (2) Middle aged adults
   (3) Youth
   (4) Other

h. Others

*Stress these divisions within the White Anglo Saxon group, eliciting from students the diversity within the group.

Assign better students to discover further divisions within the White Anglo Saxon ethnic group.

2. Lecture to the class (students take notes) about the role, past and present, of this group in the development of Dade County. The presentation might include:

   a. Problems which they overcame in achieving their existing social position
      (1) Economic (including the depression, one local tourist season, inflationary periods, etc.)
      (2) Educational
      (3) Environmental (hurricanes, floods, droughts, pollution--all society faces these same problems together)

(4) Discrimination (upper class against lower class, "Yankees" against Southerners, etc.)
(5) Urban sprawl
(6) Accelerated physical and social change of the 1970's
(7) Other (better students can perhaps expand this list through independent study)

b. Advantages of their equal opportunities
(1) Socioeconomic (some sub groups had fewer opportunities)
(2) Sociopolitical (some sub groups enjoyed distinct advantages)

c. What has resulted from their needs and ambitions being satisfied?
(1) Physically
(2) Emotionally
(3) In other ways

d. How most White Anglo Saxons easily capitalized upon opportunities to obtain adequate
(1) Food
(2) Clothing
(3) Shelter
(4) Education
(5) Love/security
(6) Leisure time
(7) Other materials and/or intangible needs and desires

Ask students to consider the following topics:

a. "Various Smaller Groups That Makeup the White Anglo Saxon Social Class in Miami, Florida."
b. "Disadvantages Which Some White Anglo Saxons Faced in Achieving Their Present Social Position in Dade County Society."
c. "The Leadership of This Group in Helping to Solve the Social Problems Which Hinder the Future Development of Urban Dade County."

Have students make first and second choices of topics. Allowing for as many first choices as possible, divide class into three approximately equal groups, and assign each group to write an essay on their topic.

IV. Negro Americans in Dade County have suffered from many forms of discrimination, but they are gradually gaining the equal rights and opportunities that belong to all American citizens.	A. To interpret our local Negro history as a basis for better understanding today's major urban problems.	1. Introduce this section by reading to the class or let them read about the burning of the Cape Florida Lighthouse, p. 23, South Florida Frontiers (Florida Power & Light). Ask students to identify: a. Who burned the lighthouse in 1836? (Indians) b. Who was the lighthouse keeper's helper? (a Negro) c. What happened to the the lighthouse keeper's helper? (He was killed by the Indians.) d. Ships using the lighthouse often sailed to which nearby large island? (Cuba) Ask: "Can you find any other (earlier?) references to Black history in Dade County?" Other/alternate reference Coconut Grove, WPBT TV, (program tape available; includes some contributions of Blacks to early local history--the result of a University of Miami Master's thesis in history. 2. Read to the class or have them read about early Black history in Dade County. References Billion-Dollar Sandbar (E.P. Dutton), pp. 96, 209-211, 222-224, 249, 272-273, 278 Miami Negroes, A Study in Depth (the Miami Herald), 56 pp Miami, U.S.A. (Hurricane House), pp. 11, 65, 262-269 The Florida Story (Doubleday), pp. 283-285 The Miami Metropolitan Experiment (Indiana University Press), pp. 3, 6, 13, 74-75 The Negro in Greater Miami (The Greater Miami Urban League), 54 pp.

Discuss how Dade County Blacks in the past have been subjected to discrimination in

a. Low wages and unemployment
b. Poor education
c. Poor housing
d. Other ways

3. Discuss the social, occupational, religious, and political background and make up of the Black community, again, stressing the diversity.

B. To relate the Blacks' war on poverty and their battle for civil and human rights with prosperity, tranquility, and the pursuit of happiness in this South Florida megopolis.

1. Lecture to the class (students take notes) about the rights and opportunities which the Blacks have gained recently. (This lesson might be handled inductively if students have data available)

References

American Civics (Harcourt Brace), see the following topics: Cities, Communities, Family, Housing, Living Standards, Negroes, Poverty, Schools, Segregation, Slums, among other topics.

Challenges in Our Changing Urban Society (Laidlaw), pp. 28, 108, 115-116, 261, 270-271, 279-282, 324.

Economics for Young Adults (Sadlier), pp. 250-253; in addition, see the following topics: discrimination, living, poor people, poverty, among other topics.

Urban America (Sadlier), see the following topics: Black people, Civil Rights Act. . ., Culture, discrimination, education, housing, employment, poverty, poor people, ghetto, inner city, and other topics (see the index).

Note

Consult the materials section for further references, particularly newspaper articles, etc. In addition, some of the references listed above are appropriate as texts for use in the previous activity (A. To interpret our local Negro history. . .).

Have students complete one of the following:

a. Describe equal rights and opportunities recently gained by local Negro Americans

b. Collect news reports describing
   (1) Tension between groups of people in Dade County, and explain why this conflict exists?
   (2) Self help: examples (use a photograph, newspaper or magazine article, or story) of how poor people in your city are trying to improve their neighborhood.

c. Tell why you believe acts of violence occurred that were related to tension between groups

d. Explain how different and even opposing neighborhood groups in Miami have worked or are working together to resolve a tense community problem

e. Report on a demonstration against poverty, or some other significant local social problem (see activity, p. 66. Urban America.)

Other/alternate reference

A Corner of the U.S.A. (Dade County Public School), pp. 50-56; this publication has a good two-act play, "Mama Gets Her Way," set in a shabby tenement house in Central Miami's Urban Renewal Area.

In addition, Channel 2 (BPI) has several TV tapes which may be helpful.

V. The Cubans among us are but one of a multitude of South Florida contacts with our Latin neighbors that began over 400 years ago when Jesuits visited a Tequesta Indian village at the mouth of the Miami River.

A. To describe South Florida's Spanish Heritage.

1. Show the films, Spanish Conquest of the New World, Old Spain on the Caribbean, and Cuba; or another appropriate film or filmstrip.

Following discussion of the AV presentations, direct students' attention to a review of South Florida's first contact with Spain as presented in the initial activity, I.A. To recognize that American Indians, like other. . .

2. Read to the class or have them read about Spanish influence in Dade County.

References

Bean Soup (Crawford), pp. 3, 4, 25, 42-45, 48
South Florida Frontiers (Florida Power & Light), chapters 1, 2
The Florida Story (Doubleday), pp. 146-158
Other books dealing with Dade County history may be used (see bibliographies in Miami, U.S.A., South Florida Frontiers; or ask your school or local public library librarian, or the Teacher's Professional Library, etc.)

Note:
Because this activity partly reviews the initial activity (see above), it should stress the post discovery-exploration Spanish contacts--up until the beginning of the (1959) Cuban Influx.

Have students sketch and color an 8 1/2 x 11-inch, or larger illustration which shows in some way the Spanish heritage in Dade County. The drawings should be titled and also have a brief, well-written caption that explains, if applicable, the how, when, where, who, and why of the Latin influence. Some suggestions might include:

a. A galleon
b. An early (1700's) map of Florida
c. Pirates burying treasure on a beach
d. The Biltmore Hotel
e. The Granada (or other) entrance to Coral Gables
f. A Spanish soldier
g. Scene: "Five Flags Over Florida"
h. A Spanish fort
i. Jesuits meeting Tequesta Indians
j. Spaniards capturing Indian slaves
k. A historical marker
l. Ponce de Leon
m. An example of Spanish architecture
n. A Jesuit mission
o. Scene: "Little Havana"

B. To measure the impact of the Cuban influx, past and present, upon Dade County.

1. Read to the class or have them read about the influx of Cubans into Miami:

References

Bean Soup (Crawford), pp. 3, 4, 25, 42-45, 48
Billion-Dollar Sandbar (E.P. Dutton), pp. 25, 37, 125-126, 140, 154, 249, 269
Challenges in Our Changing Urban Society (Laidlaw), p. 272
Cuban Refugee Report (Dade County Public Schools), 26 pp.
Cubans in Exile (Stanford University Press), pp. 5, 9-15, 25, 62, 64, 102, 104, 119
*Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 99-114
Our Local Environment: Metropolitan Miami and Dade County (Rockway JHS Social Studies Dept.), pp. 19-20
South Florida Frontiers (Florida Power & Light), see references in index under Cuba
Other sources, such as newspaper articles, may also be used (consult the materials section of this course of study).

*This is the best source.

Other/alternate references

Show the TV tape, The Cuban Special. WPBT, or use other audio-visual productions (see the materials section. . .).

Have students answer the following questions about the influx of Cubans:

a. Briefly describe Cuban geography.
b. Why was Cuba a Caribbean war prize?
c. Discuss Cuba's war of independence.
d. What were Cuba's legal relations with the U.S.?
g. Describe the culture of Cuba.
h. Write a paragraph about Cuban life and work in Cuba.
i. When did the Cuban influx begin?
j. How did the Cubans get to the U.S. (since 1959)?

e. List Cuba's important internal conflicts.
f. Tell what the Batista regime was like.

(1) Indirectly, by way of a third country.
(2) Directly by commercial plane, boats of various sizes, rafts, Refugee Airlift, and other means.

2. Discuss the effects of the influx of Cuban refugees (since 1959) upon Dade County. Consider the following topics and areas of influence:

a. Why they came?
   (1) Before 1959
   (2) After 1959

b. Relocation of refugees
   (1) The resettlement program
   (2) U.S. regions to which the refugees were sent
   (3) Its successes and its failures
      (a) Their impact outside Miami
      (b) Those returning to Dade County
   (4) The situation today

c. Who were they?
   (1) Top Batista supporters came first--1959
   (2) Business elite from Cuba--closely followed
   (3) The Negro population (25% of Cuba's population was Black, while less than 7% of the Cubans coming to the U.S. were Negroes). Students could try to answer why this might be so.
   (4) The second wave of immigration--1959 to 1962 (next came the middle and lower socioeconomic groups who traveled on commercial air flights)
   (5) Those arriving on the refugee airlift since 1966 (as a result of Castro's 'open door' policy issued in Oct., 1965)
   (6) They represented which working groups, by skills?

d. Their local impact:

(1) Political
(2) Cultural
(3) Educational
(4) In business
(5) Criminal (negative almost)
(6) Anti-Castro activity
(7) Upon population growth
(8) Upon the economy
(9) In entertainment
(10) In different professions
(11) In other ways

e. How the influx seriously strained Miami's school, housing, employment, medical, and welfare facilites during the early days of the influx.

f. U.S. cooperation

(1) Government--federal, state, county, community
(2) The existing Cuban community
(3) Civic and religious groups
(4) Welfare agencies
(5) Educational institutions
(6) Special training programs
(7) Other

3. Ask students to write an essay: "The Cuban Influx: U.S. Reaction and Cuban Adjustment to Their New Homeland."

4. Arrange a field trip to view the arrival of a Freedom Flight. (see materials)

C. To recognize that the Puerto Ricans in Greater Miami have been subjected to poor neighborhoods and some prejudice, but they are gradually entering the mainstream of our urban life.

1. Show the films, Puerto Rico, or Puerto Rico: Showcase of America, or another appropriate film or filmstrip.

Discuss briefly with the aid of a wall or text map, the following:

a. Puerto Rico backgrounds (cultural and other)
b. Puerto Rico under Spain
c. Porto Rico, U.S.A.
d. U.S. relations, and internal government
e. "Operation Bootstrap, & Commonwealth"
f. Population problems
g. Education and peaceful revolution
h. Migration to the U.S.

Our Citizens From the Caribbean (Webster, McGraw-Hill, pp. 1-98, particularly the sections ". . .Backgrounds," and ". . .Migration to the U.S."; excellent material.
Urban America (Sadlier), pp. 55, 82-84, 99, 108-113; good up-to-date, general, but helpful material.

Have students construct a chart in which they make a comparison of "past discrimination suffered" and "equal rights and opportunities recently gained" for Puerto Ricans, Blacks, Cubans, Indians, migrant laborers, Jews, and other local minority groups.

Discuss this comparison for group consensus, and contrast with discrimination which earlier (1840-1910) European immigrants faced. Emphasize the time element (how long did it take each group to make gains) in relation to the attitude of that period of time (how urgent was the desired change considered by both the minority group and the general population).

VI. Miami's Jewish community has been subjected to discrimination in the past, but today it is working its way into the mainstream of life in Greater Miami.

A. To interpret the difficulties that were encountered in the past by the Jews in their adjustment to life in South Florida.

1. Read to the class or have students read one or more of the following:

Billion-Dollar Sandbar (E.P. Dutton), pp. 95, 206-215, 222, 248-249, 262-265, 271-276; particularly good
Challenges in Our Changing Urban Society (Laidlaw), pp. 52, 167-168, 276
Miami, U.S.A. (Hurricane House), pp. 232, 263-264
The Florida Story (Doubleday), pp. 37-39
The Miami Metropolitan Experiment (Indiana University Press), pp. 3, 6, 75
The Most of Everything (Harcourt Brace), the chapter, "Is Miami Beach Jewish?" is a good source of information.
Urban America (Sadlier), pp. 33, 57, 111
Other books on local history may be consulted for possible further references to Dade County's Jewish community (also utilize the bibliographies in these sources)

2. Have students make maps showing ethnic centers of population for the following periods: Birth of Miami to the Second World War; 1945 to 1960; and 1960 to present. If possible, include each of the minority groups studied in this course, including:

the Whites, in each map. The major aspects of this activity will include: results of the Civil Rights movement (the Blacks' move out of the inner city, etc.), the inclusion of a large Latin element (the Cuban influx), the Jews being centered, among other places, on Miami Beach, and other similar population shifts.

Discuss the impact of these population shifts in relationship to the main themes of each section of the course.

3. Have students make a map of Dade County noting the location of Jewish synagogues.

B. To contrast past Jewish problems in Miami and Miami Beach with their role in the mainstream of life in Metropolitan Dade County today.

1. Direct students' attention to the following:

   a. Miami Beach is not <u>one</u>' but many communities; the city's carnival aspect completely blots out its pleasant, small town life." (Dr. Irving Lehrman)

   b. A Latin American journalist once observed the "paradise" of Miami Beach. Later he said, ". . .you will never have a perfect democracy unless you can build your culture--art, literature, and music--to the high level of your material attainments." (Helen Muir in <u>Miami, U.S.A.</u>) If the Jews then are responsible for much of what local "culture" exists, yet they--and also the non-Jewish interests--share responsibility for the Beach's wall-to-wall atmosphere of hotels and high-density housing, etc., which ethnic group is discriminating against which, to the detriment of whom?

   c. ". . .the attitudes that lead to exclusion and inspire self-conscious racial-religious "banter" (anti-Semitism) are not unanimously shared." Also, "Altogether, the situation is touched with the ludicrous. . .Palm Beach looks down on the Miami Beach, and Miami Beach's social bobcats pathetically look down on the Jews. The sun shines, but no one looks up." (Harold Mehling in <u>The Most of Everything</u>)

d. Much of the local Jewish community does not live in the Ghetto on Miami Beach, and many members are solid middle class citizens in possession of considerable higher worthwhile contributions to the area and are somewhat above all the "Miami Beach is better than Miami, Coral Gables, and all of the other two dozen odd Dade County municipalities" nonsense. (author of the course)

2. Have students cite in writing at least five specific examples of discrimination suffered by the local Jewish community in the Greater Miami area.

   Discuss on what particular grounds this prejudice was based. Contrast the discrimination before and after World War II. Consider: Who specifically discriminated against the Jews during Miami Beach's early days? Which Dade Countians did not discriminate against the Jewish people? How much discrimination is evident in the 1970's?

3. Invite a local rabbi in to discuss the objective.

VII. In addition to its major ethnic groups, Dade County has a sizeable number of smaller minority groups that remain underprivileged in comparison with the rest of Dade County-American society.

A. To gather data about the life style of today's Dade County Indians.

1. Show the TV tape, Miccosukee Indians, or another appropriate film or filmstrip about the Indians.

   Ask: Why have the Indians been underprivileged? Consider these ideas:

   a. Past action by Florida settlers, military, and government
   b. Their own personal and group attitude
   c. Their treatment constrasted with that of other U.S. minority groups

2. Read to the class or have them read about Indians in Dade County.

   References

   Billion-Dollar Sandbar (E.P.Dutton), pp. 20, 25, 29
   Challenges in Our Changing Urban Society (Laidlaw), pp. 269, 285; also, a good general source.

Economics for Young Adults (Sadlier), p. 249
La Florida (Steck-Vaughn), pp. 205-208
Miami, U.S.A. (Hurricane House)
Our Journey Through Florida (American Book Co.), Chapter 16
South Florida Frontiers (Florida Power & Light)
Urban America (Sadlier), pp. 55, 82; general source.
In addition, other sources dealing with South Florida's Indians (in particular, the Seminoles) may be used; especially materials emphasizing the current situation.

Discuss how much South Florida's Indians have recently improved living conditions, education, health, housing, employment, and the preservation of their own culture.

B. To prepare a report about the plight of the local migrant laborers.

1. Lecture to the class about migrant laborers in Dade County.

References
Economics for Young Adults (Sadlier), pp. 247-249
Challenges in Our Changing Urban Society (Laidlaw), pp. 284-285
"Miami's Silent Minority," Tropic (The Miami Herald), April 18, 1971, pp. 16-22
Our Citizens From the Caribbean (Webster, McGraw-Hill), pp. 91-93
The Florida Story (Doubleday), pp. 288-292; dated but very good
South Florida Frontiers (Florida Power & Light), Chapter 4

Additional sources, especially current ones, newspaper stories, etc., should be investigated, emphasizing migrant, economic, agricultural, and other similar aspects of the situation.

Stress the following:

a. The local migrant laborer class consists of different ethnic groups: poor Whites, Blacks, Puerto Ricans, Mexican-Americans, among others

b. The migrant "problem" in America
c. The migrants' position in Dade County society as compared with other local minority groups
d. Migrant children in the Dade County schools
e. Recent local problems and progress--federal assistance in 1971, closing of the migrant camps housing facilities by the state labor organizations, etc.

f. Other factors

Have students play the role of a TV interviewer, newsman/newswoman, etc., who tells the story of "The Dilemma of Dade County's Migrant Farm Workers" on a "national special report/documentary." Students should prepare a written script using actual Dade County locations, agricultural products, appropriate names of persons, etc.

Select several particularly interesting scripts to be presented to the group.

C. To identify other small minority groups that live in Miami.

1. Have students suggest national origins other Miamians, who, although representing second and third generation Americans, and not particularly discriminated against, may form existing smaller minority groups in different areas of the community.

a. Chinese-American
b. Irish-American
c. German-American
d. Italian-American
e. British-American
f. Canadian-American
g. Russian-American
h. Swedish-American
i. Polish-American
j. Greek-American
k. Portuguese-American
l. Mexican-American
m. The aged (Senior Citizens)
n. Others

2. Have students discover their national origin by answering the following questions:

a. When did your ancestors first arrive in America?
b. What country did they come from?
c. Why did they come to America?
d. What did they do for a living?
e. How long has your family lived in your city?
f. Why are you living in your city?

Each member of the class should compare their answers with those of their classmates. Discuss the similarity and variety that exists after the comparison, and relate this to the main themes, where appropriate, of this course of study.

VIII. All citizens of Greater Miami--each and everyone of us--can determine, by helping to create understanding among our ethnic groups if urban Dade County will become one of the most beautiful and most desirable places in which to live in the future.	A. To compare the similarities among problems faced by early immigrants and those faced by minority groups today.	1.	Panel discussion: Have a representative from each ethnic group present past hardships and discrimination suffered by members of their minority, recently-acquired rights and opportunities, and <u>local</u> obstacles they still must overcome before entering the mainstream of life in Metropolitan Dade County. <u>Note</u> Participants should be knowledgeable of at least their own group's specific problems--past, present, and future. They should also be well aware of the group's aspirations for these same periods of time. They should be informed, too, of the course content, student activities, and other relevant data. Among others, nearby schools could be used as sources of (student) panel members. Students in the class might also take part in a follow-up question and answer period, or participate directly.
		2.	During or following this presentation, have students orally (or in writing) discern how their <u>own</u> and the group's study of our local ethnic minorities might determine if urban Dade County will become "one of the most beautiful and most desirable places in which to live in the future." Students should offer specific suggestions: type of action to be initiated or complemented, involving whom, beginning when, accomplished by what <u>particular</u> means (. . .teachers using this course of study should ask the question--Is this the most important aspect of this particular activity for my class?), and through efforts exerted when--on the athletic field, in the community school, within the neighborhood, at home, etc.

B. To infer why Miami's minority groups must be brought into the mainstream of life in South Florida.

1. Take a field trip. Travel in small adult-student mixed ethnic groups--one/air-conditioned station wagon. have a picnic lunch along the way in some appropriate location (also see optional lunch/snack plan in the itinerary below). Carefully prepare--study places to be visited, relate to course content and activities, etc. Suggested itinerary:

   a. Musa Isle Indian Village (START HERE: Miami River at 27th Avenue)
   b. Drive down 17th Avenue, through this largely Cuban high-density residential area, to South Bayshore Drive.
   c. Go down South Bayshore and get on Grand Avenue, driving through Coconut Grove's Black residential-business district. (Optional stop: visit the nearby integrated Carver Elementary Junior/High School).
   d. Continue on Grand Avenue into Coral Gables, and where Grand becomes Blue Road (be watching for a "jog" in Blue Road, three blocks west of LeJeune Road).
   e. Turn north on Granada Boulevard, going north through residential, largely white middle and upper class Coral Gables (Optional stop: Miracle Mile shopping area).
   f. Make a right turn on S. W. 8th Street, going east on the Trail; begin noticing Cuban businesses.
   g. At 27th Avenue, take S. W. 22nd Avenue Road up to N. W. 22nd Avenue, continuing on 22nd Avenue to the new Cuban shopping center just north of the East-West Expressway (note: this is not particularly a center of thriving Latin-oriented businesses--due to slightly higher prices, some shops have gone out of business, an out-of-touch geographically and otherwise location with the local Cuban community, etc.).
   h. Return south on 22nd Avenue to Flagler Street, driving east into downtown Miami; note more Cuban businesses on Flagler.
   i. In downtown Miami, visit the historical marker in Bayfront Park, just south of the Miami Public Library, which commemorates the discovery of the Tequesta Indians on the banks of the Miami River in 1567 by the Spanish.

j. Travel to Miami Beach on Venetian Causeway (note the "island type living"); while on Miami Beach, depending on the time element, visit some of the following places:

(1)	South Beach	(8)	Ocean Drive (Lummus Park)
(2)	5th Street area	(9)	Jewish business areas
(3)	Collins Avenue	(10)	Alton Road
(4)	Fisher Jr. High	(11)	79th Street and Collins Avenue area
(5)	Other nearby schools		
(6)	Washington Avenue	(12)	Miami Beach High and surrounding area
(7)	Lincoln Road Mall		

k. Return to Miami via the MacArthur Causeway, driving into the Liberty City area, then north on N. W. 5th Avenue to Robert E. Lee Junior High--at 31st Street on 5th Avenue.

l. It might be possible to visit the social studies (or other) classes at Robert E. Lee Junior High for an exchange of views on how students can work to help minority groups in becoming really a part of the mainstream of life in America in the future (Note: Robert E. Lee's school population is somewhat equally divided, or was so at one time recently, into four ethnic groups--Whites, Blacks, Cubans, and Puerto Ricans).

Alternate lunch (and/or snack) plan
Eat in a Miami Beach Jewish restaurant, a "soul food" restaurant, a restaurant in "Little Havana", a cafeteria of a school visited, or some similar place.

2. Have students write impressions of the field trip. Select several papers for oral reading to the class. Relate papers to the panel discussion conclusions, if possible, in order to tie in these two activities together with the main concepts and ideas of the course of study.

C. To suggest how we can keep a working balance between the people, the facilities, and the environment of Dade County for the decades that lie ahead.

1. Have the better term papers on contributions of local ethnic groups orally presented to the class at this time. Each student should take notes, particularly regarding the more outstanding contributions.

If the space is available, construct a large mural depicting these contributions, or well-oriented student suggestions of important concepts of the course which can be graphically illustrated.

Unit evaluation: This might be based simply upon attitude toward greater understanding of others' cultural backgrounds (review the objectives for each of the eight central ideas of this course of study).

Show one or more films We Came to America, America and the Americans, What Does Our Flag Mean, or American Time Capsule. Discuss the films in relation to keeping a working balance between people, facilities, and the local environment.

2. Conclusion: Discuss with students

   a. The U.S., unlike many other nations, is a nation of recent immigrants. Do you think that this mixture of people in Dade County, Florida (which resembles the make-up of the population elsewhere in the United States) has strengthened or weakened our local society, as well as that of our nation? Defend your answer.
   b. American Negroes, as well as Blacks in Greater Miami face problems which are both similar and different from the problems faced by other minority groups. How do you think the problems faced by Negro citizens can be solved in our urban South Florida environment?
   c. Do you think that it is necessary that all people in Metropolitan Dade County have the same rights and opportunities? Why? Why not?

Encourage each student to participate in a discussion of these questions. Have everyone comment on each question. Allow sufficient time for this discussion. Upon the conclusion of this activity the teacher may wish to revise his evaluation of students' changes in attitude.

Suggested answers for discussion questions

a. The mixture of people in our nation and in Dade County has strengthened both the United States and our local environment--Southwest Florida. Some individuals might say that this mixture has weakened us because of prejudice, discrimination, and divisiveness; but the many contributions which these various groups have made and the rich culture they have helped our area achieve outweigh weaknesses that may exist.

b. Problems faced by local Black citizens can be solved by genuine cooperation of all our citizens in the economic, social, educational, and political spheres. Increased public awareness and well-enforced laws should help to establish a basic foundation from which to build a solid society of people in Dade County from all races and nationalities and religious groups.

c. It is necessary that all the people in Dade County have the same rights and opportunities because all are members of the human race and all desire a better life. There can be no valid reasons for granting rights and opportunities to some and denying them to others.

MATERIALS:

1. Recommended basic textual and other materials: (None--consult alternate materials below)

2. Alternate classroom materials: (Textual)

Copeland, Leeila S. and Dovell, J. E. La Florida--Its Land and People. Austin, Texas: Steck-Vaughn Company, 1957.

A very good junior high Florida history book--especially for discovery and exploration, early Indian-Spanish period, and the Seminoles, including some material on their life today.

Dicker, David and others. Urban America--Problems and Promises. New York: W. H. Sadlier, Incorporated, 1971.

Includes an accompanying research and discovery workbook, Your City, with 192 pages of interesting and relevant activities; the text covers a wide range of urban topics--cities past and present, city life, tensions among urban groups and other social problems, ecology, city government, and the future of our cities.

Fagan, Richard and others. Cubans in Exile. Stanford: Stanford University Press, 1968.

Disaffection and the revolution--who the refugees are and why they left Cuba, covers the entire U. S. and touches slightly upon the Miami area.

*Golberg, Daniel. Challenges in Our Changing Urban Society. Riverforest, Illinois: Laidlaw-Doubleday, 1971.

Particularly useful--deals with all major ethnic groups in this study, and also has sections on major urban problems, the city today, and cities of the Americas, among other topics.

Greene, Juanita. "Miami's Silent Majority." Tropic (The Miami Herald) pp. 16-22, April 18, 1971.

Excellent material--one of the very few available sources in the life of South Florida's 30,000 Puerto Ricans.

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*New Florida state adopted textbooks for 1971-1972.

Hartley, William H. and Vincent, William S. American Civics. New York: Harcourt, Brace and World, Incorporated, 1967.

Presently used in social studies classes in Dade County schools; has good references for immigration, living standards, slums, poverty, Negroes, family, etc.

Kofoed, Jack. The Florida Story. New York: Doubleday, 1960.

Three chapters--Florida's Suburbs: Havana, Nassau, and Jamaica; The Poor We Always Have Among Us; and Neighborhoods--are good, especially one section dealing with the migrant laborers.

*Linder, Bertram L. Economics for Young Adults. New York: W. H. Sadlier, Incorporated, 1971.

Excellent brief references on the migrants, Indians, Puerto Ricans, economic and social problems of city-urban areas, middle class living, different levels and changes in levels of living, the poor and their war on poverty, consumers, and Americans at work.

Mehling, Harold. The Most of Everything. New York: Harcourt, Brace and Company, 1960.

The story of Miami Beach--has two chapters, Is Miami Beach Jewish?, and Sun in a Slum (South Beach), of special interest, among others.

Morrison, James W. The Negro in Greater Miami. Miami: Greater Miami Urban League, 1962.

A 54-page fact sheet on Dade County Blacks--a 'dated' analysis of population, housing, family characteristics, occupation, income distribution, and education; available in the Coral Gables Public Library.

Muir, Helen. Miami, U. S. A. Coconut Grove, Florida: Hurricane House, 1963.

Probably the best survey of the development of Dade County; Part Five: Growing, Growing Greater--Postwar Years, including chapters, So Did the Slums, and Miami Beach: Tourist Heaven, is very good, although the 'story' ends in the early 1950's.

*New Florida state adopted texbooks for 1971-1972.

Redford, Polly. Billion-Dollar Sandbar. New York: E. P. Dutton, 1970.

"A Biography of Miami Beach"--an award winning, in-depth, up-to-date study which includes sections on the Indians, the Jewish community, and Negroes, among other subjects.

Reese, Lisle M. Bean Soup. Jacksonville, Florida: Crawford, 1964.

"Florida with a Spanish accent"--a concise, well done sketch of Spanish influence since 1513; includes one good chapter, Se Habla Espanol--Miami, Tampa, and Key West, that should be read by every junior high pupil in the state of Florida.

Senior, Clarence. Our Citizens From the Caribbean. St. Louis: Webster Division, McGraw Hill, 1965.

One of The Americans All Series; stresses Puerto Rico, although one section deals with the life of Cubans--discusses the history of both of these groups in the Caribbean as well as the United States; available in the Teacher's Professional Library.

Smith, Mike. South Florida Frontiers. Miami: Florida Power and Light Company, 1957.

The first two chapters tell the story of--Florida's Indians, Dade County history; the burning of the Cape Florida Light in which the Negro helper of the lighthouse keeper was killed by Indians, and numerous Cuban contacts with Dade County.

Sofen, Edward. The Miami Metropolitan Experiment. Bloomington: Indiana University Press, 1963.

Scholarly coverage of the growth of METRO--has notes on race relations, Negroes, and urban problems, etc.

The Miami Herald. The Miami Negroes, A Study in Depth. Miami: The Miami Herald, 1968.

Said to be the most comprehensive survey of its type ever undertaken by a daily newspaper--consultants from Yale, Harvard, U. S. Office of Economic Opportunity, and others compiled this brief 56-page study which deals to large degree only with the negative aspects of the life of the local Black community, although it is useful in expanding some of the main ideas brought out in one section of this study; price, $1.00.

Alternate classroom materials: (Audio-visual)

Television tapes

Coconut Grove. WPBT, 1971. Approximately 30 minutes? B and W? (includes some of the contributions of the Blacks to the development of this section of Miami)

Cuban Special. WPBT, 1971. Approximately 30 minutes? B and W? (forthcoming--as of May, 1971--program which may prove to be quite useful as an audio-visual resource in this study)

Miccosukee Indian. WPBT, 1971. 30 minutes? B and W? (April 21, 1971 presentation; very good coverage of South Florida's Indians, definitely should be used)

Second Country. WCKT, 1969? 27-54 Minutes? Color? (tells the story of the life of the Cubans in Miami since Castro, possibly may be available for use in the schools)

The Spanish Culture TV Series. Dade County Schools Media Resources Center?, 1969? 8 TV tapes (time?) Color? (deals with Spanish, not Cuban culture; probably quite useful)

Pepito. WTVJ, 1961. 27-54? B and W? (the story of a Cuban--representative--child's initial adjustment to life in Miami; available on film?)

Pepito Revisited. WTVJ, 1965. 27-54 minutes? B and W? (an update of the first program, Pepito)

Note:
Most of these resources could be transferred to film, thus affording wider usage, but they could probably be used within schools in tape form through utilization of 'mini' tapes, and use of a TV camera which can be loaned to schools by district offices in most cases.

In addition, WPBT probably has some other tapes available which deal with Black culture, among other topics included in this course.

Selected Film Bibliography (Dade County Schools AV Department)

Africa: An Introduction. New acquisition.

America and the Americans, Part 1. New acquisition.

America and the Americans, Part 2.

America the Beautiful. U. S. Treasury, 20 minutes. Color. (The American way of life. . .)

American Anniversary. NAM, 15 minutes. B and W. (life of a young immigrant in the U. S.)

American Indians Before European Settlement. Cornet, 11 minutes. Color.

American Indians Today. EBEC, 16 minutes. Color.

American Time Capsule, An. New acquisition. Color. (a brief sketch of U. S. history with a narration consisting entirely of mod-American Revolutionary drum beats)

Americans All. March of Time, 16 minutes. B and W. (a program for combating prejudices)

America's Foundations of Liberty. Handel Film, 11 minutes. Color. (America's 'Blocks of Freedoms')

Brotherhood of Man. Brandon, 10 minutes. Color. (inter-group relations)

Civil Right Movement. NBC-EBEC, 16-28 minutes. B and W. (a very good series of five different films, particularly one, The Personal View, 28 minutes.)

Caribbean S[illegible] Cruise. EBEC, 10 minutes. Color.

Changing Ci[illegible]. New acquisition. Color. (deals with urban problems)

Cuba. EBEC 10 minutes. Color.

Cuba: The [illegible]nd and the People. Cornet, 10 minutes. B and W.

Frontier Fl[illegible]rida. New acquisition.

History of [illegible]e Negro in America--1619 to 1860: Out of Slavery. McGraw-Hill, 20 minutes. B and W.

Hurdler, The. New acquisition. (the life of Dr. Charles Drew, for whom a Dade County Junior High School [illegible]as named)

Immigration. EBEC, 10 minutes. B and W.

Immigration in American History. Cornet, 11 minutes. Color.

Indian Influences in the United States. Cornet, 11 minutes. Color.

Indians of Early America. EBEC, 22 minutes. Color.

Justice, Liberty and Law (Bill of Rights Series). New acquisition.

Kenya: Multi Racial Experiment. McGraw-Hill, 19 minutes. Color.

Land of Immigrants. Churchill, 16 minutes. Color.

My Brother. Concordia, 30 minutes. B and W. (discrimination)

Negro American, The. Solis-Jones (Bailey), 15 minutes. Color. (this film helps to fill in the knowledge gap. . .for both Negro and White)

Old Africa and the New, The: Ethiopia and Botswana. McGraw-Hill, 17 minutes. Color.

Old Spain on the Caribbean. University of Michigan, 10 minutes. Color. ('Trinidad de Cuba')

Our Immigra . Heritage. McGraw-Hill, 32 minutes. Color. (excellent)

Profiles in ourage: Douglass, Frederick (Reel 1). Sandek Association, 30 minutes. B and W. (shows ne need for equality of opportunity for all)

Profiles in ourage: Douglass, Frederick (Reel 2). (a continuation of Reel 1, 28 minutes.)

Puerto Rico Davis, 15 minutes. Color.

Puerto Rico EBEC, 8 minutes. Color.

Puerto Rico Island in the Sun. UW, 18 minutes. Color. (modern Puerto Rico)

Puerto Rico Showcase of America. McGraw-Hill, 18 minutes. Color. (very good coverage)

Red, White, and Blue, The. EBEC, 27 minutes. Color. (NBC production--changes in American patriotism)

Reflections. New acquisition. (deals with Human Relations)

Seminole Indians. University of Minnesota, 10 minutes. Color.

Slavery and Slave Resistence. New acquisition.

Spanish Conquest of the New World. Cornet, 10 minutes. Color.

Spanish Influences in the United States. Cornet, 10 minutes. B and W.

Spanish: Introducing the Language. Cornet, 11 minutes. B and W.

Uptown: A Portrait of the South Bronx. Beckley; EAL, 27 minutes. B and W. (disadvantaged community)

We Came to America. Shaw, 15 minutes. Color. (immigrant contributions to U. S., and other topics)

West Africa: Tropical Lowlands. McGraw-Hill, 15 minutes. Color.

What Does Our Flag Mean? New acquisition.

What Liberty and Justice Means. New acquisition.

Where Is Prejudice? Part 1. Indiana University, 30 minutes. B and W.

Where Is Prejudice? Part 2. (a continuation of Part 1, 30 minutes)

Note
For a wider selection: (1) See the forthcoming Dade County Schools AV Guide which will include acquisitions with synopses, time, etc., for all new materials since the February 1969 supplement (or call Audio-Visual Department for information); (2) Investigate these and other subject headings for all existing listings: Community Living, Democracy, Family, Government, Inter-Group Relations, Political Science. . .; (3) Locate outside (of the school system) sources of materials.

Alternate Classroom Materials: (Other)

Carson, Ruby Leach. "Miami: 1896 to 1900." Tequesta No. 16, 1956, pp. 3-13. (Describes, among other points, the effect of the Spanish-American War on Miami)

Covington, James W. "A Petition from Some Latin-American Fishermen, 1838." Tequesta No. 14, 1954, pp. 61-66. (tells the story of Havana fishing companies sending vessels to Florida, illustrating that local contact with the Spanish never ceased.)

Note: This periodical is available in the University of Miami Library and the Teachers' Professional Library.

Dade County Public Schools. A Corner of the U.S.A. Miami: Dade County Public Schools, 1968. (mentions Dorsey and Mays Schools; has a good two-act play, Mama Gets Her Way, pp. 50-56, set in "a shabby tenement house" in Central Miami's Urban Renewal Area--this is a later elementary-level social studies-language arts text-workbook covering Dade County history, geography, etc.)

Eason, Helga. "Libraries and the Spanish-Speaking: Miami, Florida. "Wilson Library Journal March, 1970, pp. 760-763.

Greene, Juanita. "The Ghetto." The Miami Herald July 26, 1970, p. 1G.

Hines, Bea L. "History Writing Is Hard Work." The Miami Herald April 15, 1971, p. 27H. (a key article mentioning pioneer Black Dade residents, sources of further data, etc.--the efforts of seven Negro high school coeds from Miami who compiled this history in connection with work they did on a special classroom project; to be distributed to elementary schools locally)

Kronholz, June, and Cromer, Peggo. "Miami Hoy." The Miami Herald March 21, 1971, pp. 18-29. (a Tropic article dealing with the rejuvenation of Miami's night life by Cuban exiles; has a companion article, "Habana Ayer" by Jack Kofoed, discussing Cuban entertainment before Castro--in Cuba)

Soler, Frank. "Castro's Greatest Export." Tropic (The Miami Herald) November 2, 1969, pp. 14-18. (a significant report on Miami's Cubanos--"Making the most out of an exile")

The Miami Herald, The Miami News, and other daily and weekly local newspapers. (a good source of current developments--teachers can obtain a classroom set of the Herald at a nominal fee by contacting the newspaper's office through your school)

3. Teacher Reference: (Textual)

Center for Advanced International Studies, University of Miami. Psycho-Social Dynamics in Miami. Coral Gables, Florida: University of Miami, 1969. (a voluminous, scholarly, and comprehensive profile of the Black and Cuban communities, compiled for the U.S. Department of Housing and Urban Development; available on reference at the University of Miami Library)

Ferster, Lucian E. Cultural and Economic Mediation Among Spanish-Speaking Migrant Farm Laborers in Dade County. Coral Gables, 1970. (a Masters thesis; includes information on Puerto Ricans, among others)

Fineman, Carol. Attitude Toward Assimilation: Its Relationship to Dogmatism and Rigidity In the Cuban Refugee. Coral Gables, 1966. (a Masters thesis in sociology)

Note

University of Miami Masters thesis are available on reference at the Library.

First Research Corporation. 1970 Report: Latin Market, Dade County, Florida. Miami: First Research Corporation, 1970. (includes Cubans, and others; deals with economics, business, demographic data, etc.--price $10)

Grebler, Leo, and Moore, Joan W., and Guzman, Ralph C. The Mexican-American People--The Nation's Second Largest Minority. New York: The Free Press, 1970. (a comprehensive and scholarly treatment of the subject--of use in this course of study in giving perspective to the total study, and better understanding of this ethnic group as part of one of Dade County's smaller minority groups--the migrant laborers)

Lehrman, Irving. Jews in Miami Beach. Miami Beach: The Jewish Community of Miami Beach, 1956 (available in the University of Miami Library, 31 pp., helpful)

Marks, Henry Seymour. Jewish Pioneers in Miami: 1896-1906. Coral Gables, 1956. (a University of Miami Masters thesis; contains bibliography)

Pollack, Cecelia, and Lane, Patrick. Hip Reader. Brooklyn: Book Laboratory 1970. (for grades 4-8; a Dade County junior high school reading teacher suggested this as useful in familiarizing others with Black idiomatic speech patterns)

The Seymour Samet Human Relations Collections. (in Teacher's Professional Library; large collection of books covering many different ethnic groups and topics)

Teacher Reference: (Other)

Department of Administrative Research, Dade County Public Schools. Cuban Refugee Report. No. 7. Miami: Dade County Public Schools, 1969. (in 26 pages this publication tells the story of the influx of refugees and how the school system provided for their education)

Egerton, John. Cubans in Miami: A Third Dimension in Racial and Cultural Relations. Nashville: Nashville, Tennessee. Race Relations Center, 1969. (a booklet available at the Miami Public Library Reference Department--Florida Room vertical files)

Elder, Robert. "Poverty Sells at 32% Interest." The Miami Herald July 20, 1970, p. 1A. (author was the newspaper's Consumer Affairs Writer at the time)

Elder, Robert. "They Pay a Toll to Travel Road of Poverty." The Miami Herald July 19, 1970, p. 1A. (discusses the high cost for goods and services paid by Blacks)

Greene, Juanita. "Poverty." The Miami Herald September 13, 1970, p. 2B. (a penetrating local portrayal. . .)

Jacobs, Sam. "Minority's Minority in Business." The Miami Herald January 17, 1971, p. 6M. (this Black grocer's position is typical. . .)

Jacobs, Sam. "U.S. Asked to Probe Its Dade Programs." The Miami Herald June 25, 1970, p. 1C.. (increased Cuban relief irks Black group)

Soler, Frank. "Miami's Little Havana." The Miami Herald, March 7, 1969, pp. 1 and 10E. (one of five significant stories of Cuban contributions and life in Miami--in this special section. . .)

Werne, Jo. "Thanksgiving With Black Beans and Rice." The Miami Herald November 25, 1970, p. 1D. (impor at description of Cuban-American culture in Miami)

N e
T se selected articles represent only a sampling--further research will reveal additional p cinent material of a similar nature, especially articles written since the date of this s dy. In addition, numerous articles which describe the life of the White Anglo Saxon c unity should be included.

4. Supplemental Pup Resources:

Newspapers

Diario las Americas	The Miami Times	Weekly newspapers
The Miami Herald	The Miami Beach Sun	School, college papers, etc.
The Miami News	Other daily papers	Other newspapers

Magazines and Journals

Inter Action (published by the Division of Continuing Education and the Department of Urban Affairs at the University of Miami)

Miamian (the official magazine of the Greater Miami Chamber of Commerce)

Scope (this and other secondary school magazines often contain pertinent material)

Tequesta (the annual journal of the Historical Association of Southern Florida)

Note
In addition, there are numerous other useful local publications, such as weekly newspapers. These should be continually utilized as a source of current developments, additional basic content material, and illustrations of "getting along together."

Newspaper articles

George, Hunter. "100 Blacks Crash Democratic Caucus." The Miami Herald September 27, 1970, P. 1B.

Greene, Juanita. "Blacks Sought in MTA Driver's Seat." The Miami Herald October 23, 1970, p. 1C. (concerns the efforts of union leader who wants Black foremen and MTA directors)

Jacobs, Sam. "War on Poverty Program Stalled on Dade Front." The Miami Herald September 27, 1970, p. 1B.

Nauton Ena. "Cuban Clinics Flourish with Prepaid Coverage." The Miami Herald July 26, 1970, p. 1B.

Soler, Frank. "At 71 Refugee M.D. Earns License." The Miami Herald December 13, 1970, p. 21E.

Soler, Frank. "Many 'Resettled' Return to Miami." The Miami Herald June 14, 1970, p. 4D. (this is an important article as it probes a vital part of the total picture of Miami's Cuban community)

Soler Frank. "Miami Catching Fire As Top Cigar Center." The Miami Herald August 25, 1968, p. 6D. (good example of one contribution--economic--of Cubans to the local area)

Wilson, Beverley. "They're Giving Miami Culture a Latin Flavor." The Miami Herald January 14, 1968, p. 16E.

Media Resources

Films and TV tapes: further survey all existing Dade County Schools listings, including new acquisitions; in addition, attempts at locating some materials through sources other than the schools (private, public library, other institution such as colleges, commercial, etc.) might prove fruitful.

Other

Micocci, Antonio A. "A New Life for Cuban Exiles." American Education (U.S. Government--Office of Education--publication) March, 1965, pp. 29-33. (a significant contribution to existing literature on Cuban influx dealing with resettlement--to other parts of the U.S.)

Rainwater, Cleo. Our Journey Through Florida. New York: American Book Company, 1957, illustrated text.

Roadhouse, Harvey. "Cubanos que triunfan." Selecciones del Reader's Digest (Spanish edition of this periodical) Marzo de 1971, pp. 22-26. (a brief resume of business--success stories--contributions of Cubans in Miami and elsewhere; although in Spanish, March, 1971 issue, this article is a significant one which should definitely be used if possible)

Rockway Junior High School Social Studies Department. Our Local Environment: Metropolitan Miami and Dade County. Miami: Dade County Public Schools, 1965. (a helpful booklet with data on other topics, Indians, Cubans, local history overview, role of the government; was developed as a supplement for use with the unit, "Our Local Community: Miami and Dade County"--see the most recent, as of 1971, Basic Education Guide)

Other materials should be sought such as selections in literature books, other books in the Florida section of many libraries, library reference department materials, community agency and religious organization publications-materials, and other similar resources.

Places to visit/Things to do

Observation of the arrival of the Cuban refugee freedom flights which bring exiles directly from Havana to Miami on a periodic quota basis. (call Mr. Renfro at the Miami Cuban Refugee Center, 350-3163)

Attend the annual Museum of Science "Round the World Fair." (sponsored by an outside community party late each winter at the Museum; this activity presents many aspects of the various racial-ethnic-religious-etc. groups of people in Dade County and could very well prove to be a valuable addition to the course if could be arranged)

Make a film, tape recording (light-sound show?), or in some other way prepare an account of the field trip, or some other similar/appropriate activity.

Review one of the following: (emphasize the references to South Florida, and any course content)

a. Tebeau, Charlton W. A History of Florida. Coral Gables: University of Miami Press, 1971.

b. Pierce, Charles W. (Edited by Donald W. Curl) Pioneer Life in Southeast Florida. Coral Gables: University of Miami Press.

c. Tebeau, Charlton W. Man in the Everglades. Coral Gables: University of Miami Press. (this is the story of the Tequesta and Calusa Indians, and the Seminoles--2,000 years of human history in the Everglades National Park)

Plan your own field trip.

Write to pupils or classes in other Dade County schools to try to build better understanding among different ethnic groups in the South Florida area.

Visit one of the following: Cuban Refugee Center, a welfare office, any one of many different governmental agencies that deal with minority groups, the community of Hialeah, a migrant labor camp, the South Dade farm region, an Indian school, enter the Dade County Schools annual Social Studies Fair with a project based upon some work in this course of study, Key Biscayne, any one of the twenty-seven Dade municipalities, Coral Gables (a tour map is available), another school which has a contrasting ethnic group with your school.

Think of other places to visit, or things to do in this course of study.

Other Resources

Miami Herald library.

Department of Community Relations for Dade County, Florida.

Teachers of different ethnic groups in your own school.

OUBEK

University of Miami Koubek Center (the "Cuban University").

Greater Miami Urban Coalition.

South Florida Desegregation Center.

South Florida Historical Society/Museum.

Greater Miami Urban League.

Guest speakers.

Local college/university.

Pan American Week (other 'weeks').

Sister City Program.

Operation Amigo.

Search telephone directory for ideas.